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ABSTRACT

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to serve students with special/exceptional needs. The purpose of the module is to enable teachers to assist exceptional students in developing self awareness, career awareness, and decision-making skills and in setting and accepting realistic short- and long-range career goals. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, terminology, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, supplementary reading, case studies, worksheets, checklists, and self checks. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

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MODULE L-11

Assist Exceptional Students in Developing Career Planning Skills

Module L-11 of Category L—
Serving Students with Special/Exceptional Needs
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Category L—Serving Students with Special/Exceptional Needs—are designed to enable vocational teachers and other occupational trainers to create learning environments that are accessible, accommodating, and equitable in meeting the instructional needs of individuals in those groups previously denied equal vocational education opportunities. The modules are based upon 380 teacher competencies identified and verified as essential for vocational teachers to meet the special needs of all students in their classes. Included are special populations such as the handicapped, adults pursuing retraining, and students enrolled in programs that are nontraditional for their sex.

Many individuals and institutions have contributed to the research, development, testing, and revision of these significant training materials. Appreciation is extended to the following individuals who, as members of the project technical panel, advised project staff, identified human and material resources, and reviewed draft materials: James E. Boyer, Ken Dieckhoff, Mary M. Frasier, Gerald R. Fuller, Juan Guzman, Jerry Holloway, Barbara Kemp, Jeffrey G. Keily, Betty Ross-Thomson, Ann Turnham-Smith, and Richard Tyler.

Appreciation is also extended to the approximately 80 vocational teachers and supervisors from throughout the United States who served on the eight DACUM analysis panels that assisted National Center staff in the initial identification of the teacher competency statements. Appreciation is extended, too, to the 80 additional teachers and supervisors from throughout the United States who assisted in the verification of the 380 competencies.

Field testing of the materials was carried out with assistance of field-site coordinators, teacher educators, students, directors of staff development, and others at the following institutions: University of Alabama–Birmingham; Albuquerque Technical-Vocational Institute, New Mexico; University of Central Florida; University of Southern Maine; Maricopa County Community College District, Arizona; Murray State University, Kentucky; University of New Hampshire; SUNY College of Technology–Utica, New York; Temple University, Pennsylvania; Texas State Technical College; Upper Valley Joint Vocational School, Ohio; and Central Washington University.

Special recognition for major individual roles in the development of these materials is extended to the following National Center staff: Lucille Campbell-Thrane, Associate Director, Development Division, and James D. Hamilton, Program Director, for leadership and direction of the project; Lois G. Harrington, Karen M. Quinn, and Michael E. Wonacott, Program Associates, for training of module writers and module quality control; Cheryl M. Lowry, Research Specialist, for developing illustration specifications; Kevin Burke and Barbara Shea for art work; Nancy Lust, Research Specialist, and Wheeler Richards, Graduate Research Associate, for assisting in the coordination of module field testing and data summarization; and Catherine C. King-Fitch, Program Associate, for revision of the materials following field testing. Special recognition is also extended to George W. Smith Jr., Art Director at AAVIM, for supervision of the module production process.

Robert E. Taylor
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THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

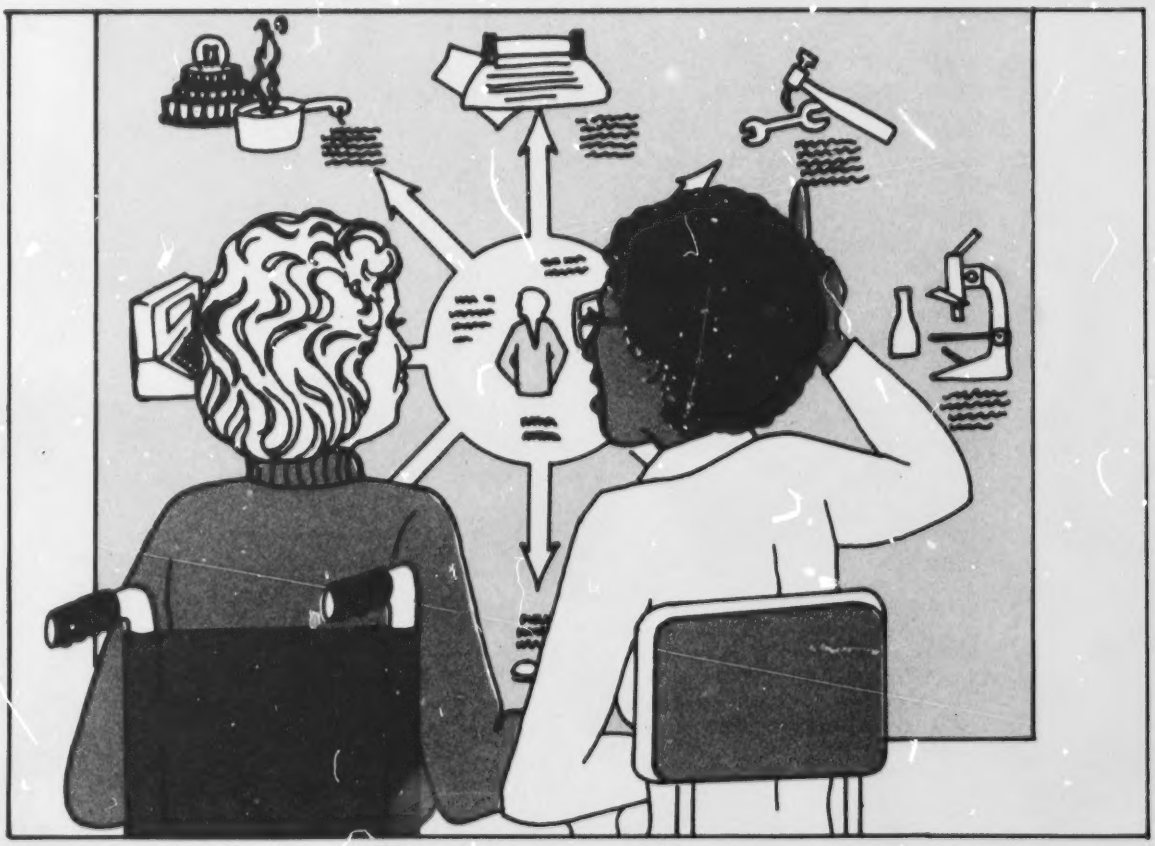
Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

INTRODUCTION

Most of your students, in choosing a vocational-technical program, have indicated some preference for the kind of work they want to do. Some might already have set some tentative long-range career goals. Others may have a short-range goal—a job they want after graduation, for example—but no long-range view of what they can do and how far they can go with their vocational skills. Still others may have an idea of what they like but little knowledge of how they can put their skills to use in the world of work.

Most students need to develop their career planning skills before they can make rational career decisions. However, while many of your students are apt to "pick up" clues from their environment that will lead them to rational career choices, students with exceptional needs may need help in putting together the pieces. Think, for example, about the deaf student who does not hear the people around him casually discussing their jobs. Consider the adult in retraining whose knowledge of career options is limited or out of date. Or think about the physically handicapped student whose self-image is so negative that she thinks she has very few career options open to her.

As a vocational-technical instructor, you can help students with exceptional needs to develop the skills they need for career planning. This module is designed to enable you to assist your exceptional students in developing self-awareness, career awareness, and decision-making skills. It will also help you assist your exceptional students in setting and accepting short- and long-range career goals that are realistic for them.



ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, assist exceptional students in developing career planning skills. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–40 *(Learning Experience IV)*.

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for and procedures involved in assisting students with exceptional needs in developing their career planning skills *(Learning Experience I)*.
2. Given a case study describing how a vocational-technical instructor helped a student with exceptional needs to develop her career planning skills, critique the performance of that instructor *(Learning Experience II)*.
3. Given a profile of a student with exceptional needs, plan a program to assist that student in developing his career planning skills *(Learning Experience III)*.

Prerequisites

The modules in Category L are **not** designed for the prospective teacher with no prior training and/or experience. They assume that you have achieved a minimal level of skill in the core teacher competencies of instructional planning, execution, and evaluation. They then build on or expand that skill level, specifically in terms of serving students with special/exceptional needs.

In addition, to complete this module, you should have defined or redefined your educational philosophy to include your responsibility for serving students with exceptional needs; and you should have competency in identifying and diagnosing the needs of these students. If you do not already meet these requirements, meet with your resource person to determine what method you will use to do so. One option is to complete the information and practice activities in the following modules:

- *Prepare Yourself to Serve Exceptional Students*, Module L-1
- *Identify and Diagnose Exceptional Students*, Module L-2

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references within your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Brolin, Donn E., and Kokaska, Charles J. *Career Education for Handicapped Children and Youth.* Columbus, OH: Charles E. Merrill Publishing Co., 1979.

Reference: Stieglitz, Maria N., and Cohen, James S. *Career Education for Physically Disabled Students: A Bibliography.* Albertson, NY: Human Resources Center, 1980.

One or more workers with exceptional conditions whom you can interview about how these conditions affect their careers.

Audiotape or videotape equipment for taping interviews of workers with exceptional conditions.

Learning Experience II

No outside resources

Learning Experience III

No outside resources

Learning Experience IV

An actual teaching situation in which you can assist exceptional students in developing career planning skills.

A resource person to assess your competency in assisting exceptional students in developing career planning skills.

Terminology

Special/Exceptional Needs: Referred to in the modules simply as exceptional needs, this term refers to those needs that may prevent a student from succeeding in regular vocational education classes without special consideration and help. The following types of students are included in our definition of students with exceptional needs:

- Persons enrolled in programs nontraditional for their sex (e.g., the male in home economics)
- Adults requiring retraining (e.g., displaced homemakers, technologically displaced)
- Persons with limited English proficiency
- Members of racial/ethnic minority groups
- Urban/rural economically disadvantaged
- Gifted and talented
- Mentally retarded
- Sensory & physically impaired

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

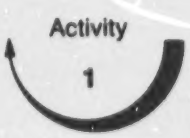
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

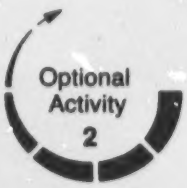
Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the rationale for and procedures involved in assisting students with exceptional needs in developing their career planning skills.



You will be reading the information sheet, Career Planning for Exceptional Students, pp. 8–19.



You may wish to read one or more of the supplementary references: Brolin and Kokaska, *Career Education for Handicapped Children and Youth,* Chapter 6, pp. 193–234; and/or any of the references listed in Stieglitz and Cohen, *Career Education for Physically Disabled Students: A Bibliography.*

You may wish to interview workers with exceptional conditions to determine how these conditions affect their careers.

You will be demonstrating knowledge of the rationale for and procedures involved in assisting students with exceptional needs in developing their career planning skills by completing the Self-Check, pp. 21–22.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 23–24.

Activity 1

Some students with exceptional needs may not have the information and skills necessary to plan a career. For information on how you can help these students develop their career planning skills, read the following information sheet.

CAREER PLANNING FOR EXCEPTIONAL STUDENTS

Marion likes to work with cars, so she has enrolled in auto mechanics. She isn't sure she wants to spend her life doing tune-ups, but she knows very little about other kinds of work that would involve cars.

Sarah, a former homemaker, is taking courses in business education. She has thought very little about what kinds of work she likes best. She hopes to get a better feel for the personal rewards of business by trying out different areas.

Harry is enrolled in electronics. He really likes trouble-shooting and making repairs on TVs. But, because of a moderate hearing loss, Harry doesn't think he could ever get a job in TV repair. Consequently, he is planning to look for a job working on an electronics assembly line after he graduates.

John, a mentally retarded student with a tentative career goal in food service, has taken many home economics courses. He has liked some courses, disliked others. Some skills were very hard for him to learn; for others, all it took was a little extra time. Each of John's courses has included information on related occupations. Now there are so many things for John to think about that he can't sort out all the information. He doesn't know what he wants to do.

Carlos wants to be an emergency medical technician. His science and math skills are excellent, and he is levelheaded in a crisis. However, his spoken English is somewhat limited and hard to understand. Under pressure, he often reverts to his native Spanish. Carlos does not see a need to improve his language, since he can read English well enough to understand his textbooks.

Each of these students brings a different set of skills, knowledge, interests, and needs to your program area. All of them need to develop their career planning skills.

Most of your students will have some idea of what they want to do when they leave school. They made one career-related decision when they chose an occupational area and enrolled in your program. Career planning goes beyond that first decision, however. Students must learn to (1) make realistic decisions about what kinds of work they would like and can learn to do, (2) set goals that reflect those decisions, and (3) make plans that will enable them to reach their goals.

If you are or will be teaching in a secondary program, any handicapped student who enrolls in your program will, by law, have an Individualized Education Plan (IEP). The IEP, which is jointly planned by the student, parents, teachers, and others, includes a career goal. It also specifies an educational program to meet that goal.

However, having an IEP that contains a career goal does not necessarily mean that a student has career planning skills. To make long-range career plans, students need decision-making and goal-setting skills. And to decide on and pursue **realistic** career goals, they must know a lot about themselves and about the world of work. They need to think about their interests, needs, abilities, values, attitudes, and self-concepts. They need corresponding information about careers.

All students need these career planning skills. Making long-range career plans while in school will help them channel their in-school efforts toward specific goals. And having developed career planning skills, they can use them throughout their lives, whenever personal growth or changing conditions cause them to reevaluate their goals.

For students with exceptional needs, developing career planning skills is even more crucial. Since their

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exceptional conditions may put them at a disadvantage in the world of work from the start, careful planning is extremely important for them. However, some of these students may lack basic information and skills necessary for career planning.

One area in which they may be lacking is **self-awareness.** Some students with exceptional needs lack objectivity about themselves and their exceptional conditions in relation to work. Sometimes, their experiences have produced very negative self-concepts. They may think in terms of what they **can't** do instead of what they **can** do.

A young man in a wheelchair, for example, for whom self-care and getting around have always been a challenge, may think that getting a good job is beyond his reach. A homemaker entering the labor market for the first time may focus on her lack of work experience and ignore the many job-related skills she has developed through managing a home and family.

Such students need to develop a sense of **reality** about themselves in relation to work. They need to develop a self-concept that neither restricts their career goals too much nor ignores their limitations.

Another area in which students with exceptional needs are sometimes at a disadvantage is **career awareness.** They may lack knowledge and experience that other students bring to career planning. For example, you might have a severely hearing-impaired student who has not acquired much of the information about work that hearing students pick up casually. She may not realize, for instance, that a friend's mother is a bank officer, that the person driving the bus is working at a paid job, that her sister got a raise, or even that when her own father leaves home every day he is going to work.

Most people learn this kind of information incidentally, through oral clues. Earnings and raises are processes that are not visible outside the work setting. Thus, without having heard discussions about everyday aspects of work, such a student may lack the whole framework for career information that you usually assume that your students have.

Similarly, an economically disadvantaged student might not have been exposed to many different occupations. You might have a Native American student who has lived on a reservation where job choices were limited. Or you might have a student from a depressed urban area whose role models have more often been unemployed than employed. These students need to learn about the many career choices that are open to them. They need to look at careers in terms that are meaningful to them: what the work would require of them, what rewards it would bring, and where it could take them in the future.

Finally, some exceptional students have had very little experience in **decision making** and **goal setting.** Most secondary and postsecondary students are used to making everyday decisions—what to wear, how to tackle a minor problem, and so on. But you might have a mentally retarded student, for example, who has missed such experiences. Well-meaning parents, wanting to protect their handicapped children, sometimes shelter them from problems and make even simple decisions for them. Or, as another example, you might have a displaced homemaker who developed a habit of relying on her husband for decision making.

Such students would bring limited experience to the larger task of career decision making. They would need to learn that decisions and plans can be made through simple problem-solving techniques.

You can probably think of many examples of students with exceptional needs who might lack goal-setting skills for career planning. Imagine, for example, a woman who was encouraged, as a child, to dream about marriage and parenthood while her brothers were asked what they wanted to be when they grew up. Or picture a gifted student for whom learning and achievement have always come so easily that he has seldom had to set goals and work toward them. Such students would be poorly prepared for setting realistic career goals.

How You Can Help

As a vocational-technical teacher, you would naturally encourage your students to think about occupations related to your service area. And you would look for ways to help students see how their interests and abilities relate to the skills you are teaching. Let's explore some additional ways to develop your students' career planning skills.

Career decision making is basically a problem-solving process. Briefly, the following steps are involved in solving a problem:

1. Define the problem.
2. Identify relevant factors.
3. Gather needed information.
4. Examine possible solutions.
5. Select a tentative solution or alternative solutions.
6. Evaluate the solutions and assess the results.
7. Take action to achieve the solution.

If students with exceptional needs lack problem-solving skills, you can teach them these skills using

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career choice as the central problem. The same techniques can be used to solve almost any kind of problem, but given a career focus, they will provide the framework for your instruction on career planning.

As we discuss problem solving, you will see how each step relates to career planning and how you can help your exceptional students complete the steps.

Step 1. Define the Problem

Defining the problem is simply a matter of stating the problem clearly and concisely. For most students, the problem is to identify a realistic career goal and a plan of action to achieve that goal. A realistic career goal is one that will satisfy the student and that he or she can achieve.

Later, as the students compile more information about what would be satisfying and achievable, they can refine their problem statements to make them more precise.

Some exceptional students may need help in focusing on the real problem. They may see their exceptional condition as the problem when, in fact, it is only one factor to consider in solving the problem.

Blindness, age, or cultural difference, for example, might seem to be the central problem because it looms large in the student's self-image. The real problem, nonetheless, is making career plans that are compatible with these and other aspects of the total person.

Step 2. Identify Relevant Factors

In the second step, students decide what factors they will need to consider in their career planning. In general, the factors will relate to their personal characteristics and to occupations. For example, the following factors may be included:

- The kind of vocational-technical training in which the student is enrolled
- Short-term employment goals and tentative long-range goals, if any
- Work-related strengths and weaknesses (e.g., skills, abilities, aptitudes, attitudes, limitations, and experience)
- Interests, needs, types of rewards sought from work, and priorities
- Factors that affect access to further training, education, or other means to advancement (e.g., time, money, motivation, academic ability, transportation, health, and family situation)
- Occupational requirements, rewards, and opportunities
- Career ladders

The relevant factors will differ for each student. A physically handicapped student, for example, might focus on occupational requirements. He or she might look at what kinds of work are compatible with the handicapping condition, what adaptations can be made to make occupations accessible, and so on.

A displaced homemaker might focus on transferable skills—what home management skills are related to work and how to capitalize on them. An economically disadvantaged student might look at career paths that permit full-time earning while preparing for advanced positions.

One way to help students identify factors that are personally relevant is to pose questions that will start them thinking about such matters as the following:

- What do they want out of a long-range career?
- What do they already know about themselves and work?
- What do they need to find out in order to make intelligent decisions?

Sample 1 presents some questions related to self-awareness and corresponding questions related to work. Questions such as these, or others more closely related to your service area and your students' needs, can be put in the form of a questionnaire or asked orally to stimulate students' thinking.

SAMPLE 1

CAREER QUESTIONS

Self Questions	Career Questions
What vocational or technical program are you in?	What career areas are related to your vocational or technical program?
What kind of job do you hope to get after you finisn? Do you want to stay in that type of work?	Where can you go from your entry-level job? What would it take to advance?
Do you have any long-range goals in mind? (What do you see yourself doing in 5 years? 10 years? 20 years?)	How does your entry-level job relate to your long-range goals? What career paths could lead to your career goals?
What do you like to do? What do you do really well? What are your weak areas? What experience do you have that relates to work?	What occupations include work that you would like? In what occupations would you have opportunities to use your skills and experience? In what occupations would your weak areas not be a problem? Or, how can you improve in your weak areas?
What do you hope to get out of work? What is most important to you (e.g., high pay, responsibility, challenge, security, pleasant atmosphere, sense of accomplishment, and a feeling of helping others)?	What careers offer the rewards you want?
Are you willing and able to go through more training or education to achieve your career goals?	What training or education would you need in order to get ahead in careers that interest you?
Are there any special factors that might affect your employment (e.g., handicaps, transportation problems, lack of money, lack of paid experience, communication problems, or sex nontraditional for the occupation)?	What kinds of work are compatible with your special needs (either as the work is traditionally done or through adaptation)? What barriers would you need to overcome?

Step 3. Gather Information

At the third step, the students are ready to gather information about themselves and about careers. Career-related self-awareness requires an objective view of one's strengths, weaknesses, abilities, aptitudes, interests, and other characteristics. A student with exceptional needs also needs to assess what kind of impact the exceptional condition is likely to have on career choice and achievement.

Some of your students may never have thought about themselves in these terms. Others may feel that they know themselves pretty well; they may not realize that their outlook is unrealistic. There are a variety of ways in which you can help your students develop, expand, or adjust their career-related self-awareness. Let's examine some of these ways.

Review diagnostic information. You will be much better able to help students with exceptional needs to develop self-awareness if you have career-related information about them. You may wish to review student records to obtain the following kinds of information:

- **Academic information**—For example, courses taken; grades received; academic strengths, weaknesses, and interests; special tutoring, remediation, or counseling received
- **Vocational information**—For example, aptitudes, interests, skills, work experience, occupational goals after training
- **Physical capabilities**—For example, manipulative skills, mobility, physical or sensory impairments, health limitations
- **Life skills**—For example, money management, hygiene, grooming, social awareness, maturity, cultural awareness, communication skills, interpersonal skills

This information will also help you determine how much career planning work they need and whether the career decisions they make are realistic.

If you need additional information, you may wish to use other sources. For example, teachers and other professionals may be able to provide information about a student's performance, aptitudes, attitudes, and other work-related skills such as following instructions or getting along with others. The students themselves are apt to be very good sources of information. By watching, listening to, and talking to your students, you may gain some valuable insights that relate to career planning.

It may also be helpful to examine your own attitudes for any biases or stereotypes that would lead you—either unconsciously or consciously—to limit students' horizons or to mislead them about their career potential.

Provide self-awareness activities. You can assume that your students with exceptional needs have some awareness of their occupational interests because they have chosen a vocational-technical area. Presumably, they know they like and can learn to do this type of work. They may need help, however, in order to see how their interests, abilities, and other characteristics relate to a long-range career goal.

Where do they want to go from that first job? In what direction? How far? Are they destined for management or shop work? Are they happiest as leaders or followers? Do they seek a long-term, stable job or the challenge of rapid advancement? Is self-employment the ultimate goal? They will need to answer such questions before they can decide upon their career goals.

Some students with exceptional needs may have another, even more difficult, task to accomplish in developing self-awareness. They may need to improve negative self-images in order to assess their career potential fairly. You can help them by providing activities through which they can identify their vocational interests, abilities, values, and other career-related characteristics objectively.

If your students have not already taken **interest inventories,** this would be a good time for them to do so. Standard inventories, such as the Kuder, the Ohio Vocational Interest Survey (OVIS), and the Strong Vocational Interest Blank (SVIB), should be available through the guidance or counseling office at your school or college.

Some students who have poor self-images automatically rule out ambitious career goals because they sound hard or frightening or beyond their grasp. A vocational interest inventory could help such students to assess their interests without linking them to any particular kinds or levels of work.

An interest in planning and scheduling, for example, might relate not only to a displaced homemaker's family management skills but also to supervisory work. Recognizing this could help the student see the transferability of interests from one type of work (homemaking) to another (office management or line supervision, for example).

Interests can also shed light on abilities in many cases. Often a person will like something because he or she is good at it, or a person will become good at something because he or she likes it. As you discuss the results of interest inventories with your students, you can help them look at whether their abilities coincide with their interests.

Completing **checklists of abilities and aptitudes** can help students with exceptional needs to assess their strengths and weaknesses as they relate to career choice. You can prepare an informal checklist for your vocational-technical area on the basis of occupational analyses and your own experience. In preparing such a checklist, you should consider abilities and aptitudes in the following areas:

- Occupational skills
- Related academic abilities
- Personal work habits (e.g., punctuality, diligence, ability to work independently, and mature deportment)
- Related study habits (e.g., getting assignments done on time, ability to manage time, and accuracy)
- Interpersonal skills

As you review the results with students, it is important to emphasize the positive to encourage a stronger self-image. For example, a student whose academic record is mediocre might gain confidence from noting that he or she is good at getting assignments done on time, getting along with other students, and following instructions. It might help an older student, who focuses on how rusty his or her learning skills are, to see that he or she has other vocationally important skills such as working independently, explaining things clearly, or being diplomatic and courteous.

Use of **values clarification games and materials** can help exceptional students think about what is important to them. You can use commercial materials designed to help students think about work values. Such materials may be available at your public, school, or college library or through the guidance or counseling office.

If you prefer to focus more closely on your own service area, you can create your own values clarification activities, such as the following:

- Present short case situations or role-playing situations in which different values are in conflict. The situations should require the students to think about work values in order to decide what to do. Such values as a desire for status, money, pleasant working conditions, job security, challenge, and satisfaction in a job well done could be included.
- Prepare a list of career characteristics related to different career levels in your service area. For example, working with your hands, solving problems, working alone, working with people, supervising other workers, and checking other people's work might relate to automotive mechanics. Students could indicate their preferences by rating or ranking each characteristic.

You can help the students interpret the results by pointing out the relationships between school and work activities.

Relate course requirements to careers. Students' performance in your program can, to some extent, predict their success in the world of work. As they complete the course requirements, they are testing themselves against the demands of the career world. Their successes and failures in class will affect their self-images and their career aspirations. The more closely the environment and the demands of your program resemble those of the world of work, the more accurate these self-assessments will be.

If your program is competency-based, your students will already have objective measures to use in this process. However, there are other ways you can give your students such measures, whether or not your program is competency-based.

First, **spelling out course requirements** clearly and explaining their relationship to the world of work can help students with exceptional needs to evaluate their career potential fairly.

Second, **sequencing learning activities** to build upon success will help students develop a healthier self-image while improving their competency. For example, you might begin a mentally retarded student at a point—no matter how basic—where he or she **can succeed.** By then proceeding in small, achievable increments, you might enable that student to reach skill levels that would not otherwise be possible.

This approach can also help a student who simply lacks some basic skill or information. For example, perhaps you have a woman in auto mechanics who has had no prior exposure to automotive tools. Beginning her instruction at the level of "What is a wrench?" could give her the missing link that would enable her to succeed at using wrenches properly.

Third, **making your class reflect the real world of work** will help students with exceptional needs to examine their career preferences and potential. For example, you might build work pressures, such as tight schedules and quality control, into your more advanced program requirements. Behaviors required on the job, such as being on time, punching a time

clock, checking with the supervisor, behaving maturely, and cleaning up after a job, could be required in class. Supervisory or quality-control roles could be set up for some students.

By comparing their abilities, interests, and work values with real work requirements in this way, students with exceptional needs may be able to see themselves more clearly in career terms. Furthermore, seeing how success in the classroom relates to work can be very helpful to students who underestimate their career potential.

Be honest about students' exceptional conditions. It is important to be honest about your students' exceptional conditions in relation to career requirements. You would not be doing a deaf student any favor, for example, by glossing over any barriers he or she may meet in trying to advance to a supervisory position in food preparation.

An adult being retrained in your electronics program needs to realize that, at least at the beginning, he or she may be taking orders from much younger people. A student from another culture should understand how differences in language, mannerisms, interpersonal relations, or grooming could affect success in a field such as merchandising.

These are realities that exceptional students must face in coming to honest terms with themselves and work. But they need not be discouraged by them. A sensitive approach can help these students accept such realities at face value. By the same token, students who aspire beyond the barriers caused by their exceptional conditions should be encouraged to persevere if their goals are reasonable. In many cases, sheer motivation and the encouragement of others can be the deciding factors that enable a person to overcome obstacles.

Provide career information. As students with exceptional needs learn about their interests, abilities, and potential, they need to be able to relate this information to work. What kinds of jobs relate to their vocational-technical area? What kinds of work would they like? What kinds of work could they learn to do? How are the jobs related to each other and how do workers move from one job to another? How much more training, education, or experience would they need in order to advance? Are there obstacles they would need to overcome because of their exceptional conditions? Is special assistance available to help them advance?

These are questions you can help your students answer by providing information about careers and career ladders. You can provide career information in various forms and through a variety of techniques. You probably already provide career information to your students in one or more of the following ways:

- Printed materials such as *Occupational Outlook Handbook, Encyclopedia of Careers and Vocation Guidance,* information from vocational organizations related to your service area, and career information kits
- Oral presentations by you or by workers serving as guest speakers
- Audiovisual materials such as films, filmstrips, slide shows, tape recordings, and videotapes
- Field trips to work sites
- Career simulations and games
- Class environment designed to reflect on-the-job working conditions

The information that you traditionally have provided about careers in your service area will also be useful for students with exceptional needs. There are ways, however, to ensure that the information will meet the needs of these students.

The information should be **organized** to help students see career paths. The career information materials you ordinarily use may be organized into career clusters to help students see the relationships among different careers. Or, since you are talking primarily about careers within your vocational-technical area, you may have found that a full clustering system is unnecessary.

It is important in either case for your exceptional students to understand the concept of career ladders—the paths by which one can advance through a sequence of jobs toward a career goal. As you talk about careers, you should discuss these vertical relationships. You may also want to prepare charts or diagrams of job relationships within your vocational area to help your exceptional students see the career ladders more clearly.

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The information should be **complete.** Your students will need the following kinds of facts about the occupations they study:

- **Description of the work**—For example, tasks, working conditions, atmosphere, relationships to other workers, or work pressures that may be encountered
- **Qualifications**—For example, education, training, experience, examinations, or other preparation required for the occupation
- **Worker traits required or desired**—For example, abilities, aptitudes, temperament, or physical conditions
- **Rewards and benefits provided**—For example, tangible rewards such as salary and intangible rewards such as worker satisfaction
- **Future trends**—For example, employment growth or reduction, or technological changes

For some students with exceptional needs, you may need to include information that seems fairly obvious. Students who lack a basic level of career awareness might not realize, for example, that they will take orders from the person in charge, that they will be expected to do some jobs on their own, that sometimes they will have to work very fast, and so on. So you should be sure that your career information includes facts about a full range of jobs, at all levels, and in full detail.

The information should be **relevant** to the exceptional needs of your students. For example, you should point out worker requirements that may relate to their exceptional conditions, job adaptations that could be made to accommodate their needs, and other factors pertinent to exceptional needs.

In discussing what will be required of the worker, either on the job or as a means to advancement, it is again important to be straightforward without being discouraging. For example, is limited English proficiency likely to hold back a Chicano student who wants to go into sales? How much language improvement would be needed to overcome that obstacle?

What kinds of adjustments could a student from another culture make in order to fit better into a chosen field? What will it be like on the job for a woman in construction or a man in clerical work? If transportation is a problem for a student in a wheelchair, how might this affect his or her choice of a specific job or training program? What kinds of adaptations of the work place or equipment are possible to make it accessible to a handicapped student?

Will an economically disadvantaged student have to buy expensive tools or equipment before he or she can get a good job or advance to a better one? How much money would someone have to save to be able to set up that private business he or she is dreaming about?

The information should be **accurate, up to date,** and **free of bias.** If you are using prepared informational materials, are they from reliable sources? Do they present an objective view of the work? Were they recently prepared? Do the text and illustrations avoid racial, cultural, and sex-role stereotyping? Are people with handicaps included?

The materials should be at the **appropriate level** and in a **usable form** for your students. Students with low reading skills, for example, might be turned off by a lot of printed information, especially if the reading level is too high or if they are easy to read but too juvenile. A student with limited English proficiency might need information written in his/her native tongue or audiovisual materials or help with specific vocabulary.

If you have a visually impaired student, you may need to provide tape-recorded, large-print, or braille versions of the printed materials. Or you could present the information orally or have another student read important information to the student.

If you have a hearing-impaired student, you might provide a script or an interpreter for the audio portion of a career film. Or perhaps a captioned film is available on the same subject. There are many captioned career films that would be suitable for both deaf and hearing students.

Step 4. Examine Possible Solutions

As students with exceptional needs gather information about themselves and about careers, they will be thinking about possible solutions, or tentative career goals. Most students will do this gradually, as they get the information, not as a separate step. You can help students with exceptional needs to widen, rather than narrow, their possible choices during this step by encouraging them to expand their horizons and by providing information on employment rights and opportunities. Let's examine how you can do this.

Encourage students to expand their horizons. Because of negative self-images, some students with exceptional needs will tend to set goals for themselves that are unrealistically low. They may reject a career because it sounds too hard or because they are afraid to risk failure.

One way to help these students is simply to **be supportive and encouraging.** For example, you might have a woman in a construction trades program. Being supportive of her choice of a career that is nontraditional for her sex could help her to maintain

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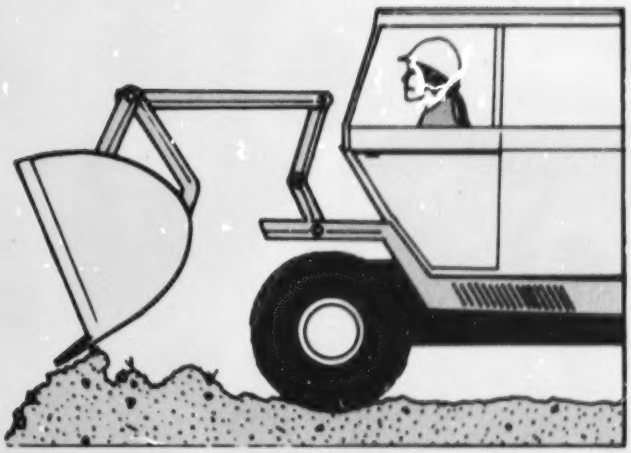

high career expectations of herself. It might even be appropriate to suggest that she think about a specific long-range goal, such as teaching in the chosen field. Students with exceptional needs who become teachers in their areas become role models. They can influence large numbers of students, who have similar exceptional needs, with the skills they demonstrate.

Or you might have a student with low math skills who is interested in being self-employed someday. Rather than pointing out the folly of his ways, you could show him how to improve his skills in order to meet such a goal.

Another way to encourage your students is to **provide role models with exceptional needs.** In the case of the woman in construction, for example, you could have a successful woman from the field speak to the class. This might help the student to realize that a similar goal for herself might be realistic.

Using the **career ladder concept,** you can build upon students' interest in the vocational-technical area to encourage them to aim higher. For example, you might have a student in nurse's aide training who has greater career potential than remaining in a nurse's aide job. You could show how her interest in nurse's aide work also relates to other occupations in health. While becoming a nurse's aide might be an appropriate short-range goal for the student, it could also be a step toward a higher goal, such as becoming a Licensed Practical Nurse. The student could build on the achievement of one goal to gain confidence to aim higher.

Provide information on employment rights and opportunities. Some students with exceptional needs may focus unnecessarily on barriers to their career progression. An economically disadvantaged student, for example, may assume that he could never afford advanced training. A woman might feel that she could never compete with her male peers for higher-level jobs. A paraplegic student might assume that working on an assembly line would be out of the question because he couldn't even reach the equipment in a typical work station.

These students need to be aware of their employment rights and of assistance they can get that would open up opportunities for them. Depending on the needs of the particular student, you might provide information in the following areas:

- Affirmative action programs and policies
- Protections under Title IX
- Legislation providing for access by the handicapped to education and work
- Financial assistance programs for economically disadvantaged, minority, culturally different, handicapped, and other students with exceptional needs
- Modifications to work situations that can be made to accommodate special needs

This information can be obtained from such sources as your state Civil Rights Commission, Sex Equity Coordinator, and Governor's Committee on Employment of the Handicapped; community action programs; and school or college guidance or counseling office.

Step 5. Select a Tentative Solution

Completion of the first four steps should prepare students with exceptional needs to make some tentative career decisions. They will need to put together all they have learned about themselves and about careers. If your students have been objective in their assessments, they should have some pretty good ideas about how to answer the following questions:

- What do they want to do, and in what jobs they can do it?
- What do these jobs require, and how can they as workers measure up?
- How far can they reasonably aspire to go, and how can they get there?

They should be ready to decide on tentative career goals, or perhaps alternative goals, that should be **satisfying** and **achievable.**

Your exceptional students will have to make their own decisions about their career goals. After all, it is their future, and the satisfaction and the motivation to achieve will have to come from within. But you can help them in several ways. You can help them define short- and long-range goals, and you can encourage them to keep their options open.

Help students define short- and long-range goals. A career plan should include the ultimate goal and a plan for getting there. The path to the long-range goal is usually made up of short-range goals, and there may be more than one way to reach a particular

goal. You can help students with exceptional needs to see the different possibilities and to examine them in terms of their exceptional needs.

For example, you might have an economically disadvantaged student in legal secretary training. Perhaps the student would like to become a lawyer. But because he or she isn't sure about this goal and couldn't afford law school anyway, the student is inclined to give up on it. You could point out a possible plan for reaching the long-range goal such as the following:

- Get a job as a legal secretary.
- Use this job to gain experience and to observe the legal profession.
- Use the experience (1) to get a job with a firm that will let you work toward becoming a legal assistant and (2) to prepare to take the Law School Aptitude Test.
- Apply to an evening law school program that provides financial aid.
- If admitted, work days as a legal assistant and go to law school evenings.
- Finish law school, pass the bar exam, and set up or join a law firm.

Encourage students to keep their options open. Students with exceptional needs have to realize that they are always changing. They are learning, maturing, and reacting to the world around them. The persons they will be five years from now may be very different from the persons they are today. Therefore, their needs and their goals may change.

It is important in career planning to avoid narrowing one's options too early. It is often possible for a student to select a career path that will let him or her change direction at some point, without wasting a lot of time and effort.

The student in legal secretary training, for example, might decide after seeing lawyers in action every day that he or she does not want to be a lawyer after all. The career plan outlined above would leave several good options open at this point: (1) remain a legal secretary, (2) become a legal assistant, or even (3) leave the field of law and become a secretary in another field.

Sometimes a student will not be able to decide between two or more career goals. It may be possible to set some short-range goals that will move the student toward both career goals so that he or she can decide **later.**

Step 6. Evaluate the Results

An important step in career decision making is testing the solution to see if it still seems like a good one. This is an especially important step for students with exceptional needs, who very often are hampered from the start by low self-esteem.

One student might work so hard not to underestimate her abilities that she ignores some real limitations. Another might protect himself from potential failure by setting such easy goals that he couldn't possibly fail to achieve them.

Or you might have a student who has done a pretty good job of self-assessment and fact finding but who doubts whether the goals he or she has set could really be feasible. Testing them out could add an important element of confidence to the student's career plans. How your exceptional students test their solutions will depend on the kinds of goals they have set.

Trying it out is one of the best ways of testing a solution. Real **practice situations** such as internships are very valuable. Many activities that a student regularly takes part in can provide opportunities to try out some aspects of a chosen career.

For example, volunteer work, scouting projects, or working on committees may require some of the same skills as those in the student's chosen occupation. A part-time job can also give a student a chance to experience a particular work environment, watch other workers, and ask questions. You can help students with exceptional needs to identify activities in which they can try out aspects of their chosen careers.

You may be able to arrange experiences in which students can observe workers in their chosen fields of work. For example, **visits to business or industry,** where a student can watch workers in action, may help that student see what the work would really be like, how it would feel, and how the workers deal with day-to-day problems.

You can set up other experiences in the classroom. You can invite **guest speakers** to the class. For example, workers with exceptional needs could talk about their jobs. They could also tell about special problems and rewards for people with exceptional conditions who are trying to advance in the occupation.

You can set up **simulated work situations** in the classroom to give the students a taste of the real challenges of the job. For example, in a machine shop you might set up a production line with stringent standards for output and quality of work. Students could assume roles as machinists, supervisors, quality-control checkers, and so on. Problems related to supervision, interpersonal relations, and other job factors could be introduced to simulate on-the-job pressures. Later, the class could discuss how they felt about the situations.

Another way of evaluating career plans is through **mental testing** and **discussion.** Through your knowledge of the students' interests, abilities, and limitations, you can help them to examine their goals objectively. You might, for example, guide a student in reviewing the requirements for a chosen occupation and comparing them with his or her own abilities and aptitudes.

There are apt to be times when a student with exceptional needs has set unrealistic goals. When a student's goals are clearly beyond his or her reach, you will need to help the student see this and set goals that are attainable.

Often, this is simply a matter of explaining the requirements of the job. The student may realize on his/her own that he/she could not meet the requirements. It might be very helpful in this kind of situation for you to suggest a related job that the student could do—one that would provide the same kinds of satisfaction.

On the other hand, you may have students whose goals are unrealistically low. You might need to point out to one student that his or her exceptional condition is not really a barrier to success in a given career. Another student might need to see that by changing career goals only slightly, he/she could go much further because the exceptional condition would no longer be an obstacle. Or you might have a student who needs to be shown that, by getting some remedial training early, he/she could go much further later.

Helping a student accept realistic goals can be a delicate situation. You must be straightforward without crushing a desire to achieve. You need to respect the person's pride without misleading him or her.

In some situations, it may be helpful to talk to the student's significant others to gain their support in your efforts. Sometimes parents or a spouse need help in seeing the student's potential or limitations clearly.

Talking to students' significant others may be especially helpful in a secondary program. For example, you might have a physically handicapped student whose parents discourage her from aiming very high because they want to protect her from disappointment. Or you might have a gifted student whose parents push him toward high-earning professions, although what he finds really rewarding is something less prestigious. Gaining the family's support can help you redirect the student to career goals that are more likely to be satisfying and achievable.

You cannot, of course, force a student to see things "your way." Nor should you. There are times when you must accept a student's "right to fail." You may have a student who persists in aspiring to levels you know are beyond his or her reach. This student may need to go ahead and try and perhaps learn from the failure. (Or perhaps the student will prove you wrong.) It would be very important, however, to help the student see that he or she will need to reevaluate his or her goals and plans periodically. Perhaps later the student will gain courage to aim higher or will be able to accept the need to settle for less.

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Step 7. Take Action to Achieve the Solution

The career plan should include the steps to be achieved, so the student should know what he or she needs to do to start toward the goal. The first step may, in fact, be completing your vocational-technical program. Or there may be things the student can do while still in school—a part-time job, volunteer work, club activities, tutorial help, and so on. You may be able to help students with exceptional needs define what other steps they need to take in order to achieve their goals.

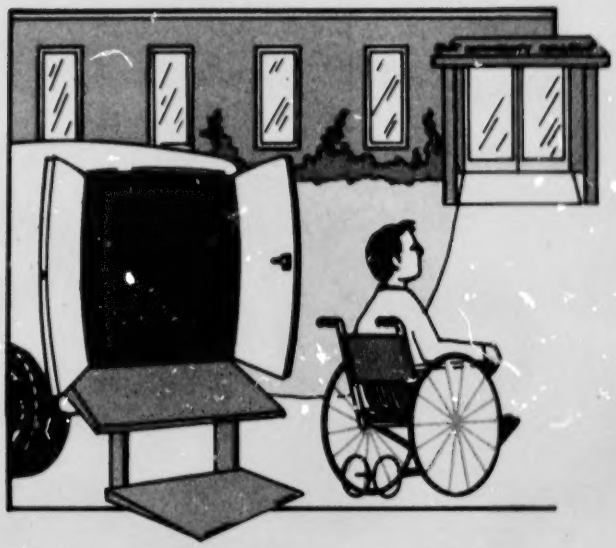
For example, one student's plan might call for working full-time while taking evening courses in business management. You could help the student identify what he/she needs to do to make these things happen (e.g., find out what schools teach business management in the evenings, apply for admission, look for a job, and so on).

The student would also need to consider any other special factors related to his or her exceptional condition. For example, if the student is in a wheelchair, is transportation a problem? What business schools are accessible to people in wheelchairs? How close would the job and classes have to be for the student to get from work to school on time? If the student is economically disadvantaged, what kind of financial aid is available?

You may even want to help the student initiate some of these steps. For example, you might help locate school catalogs or information on financial aid. You might check into special transportation services for people in wheelchairs.

The Result

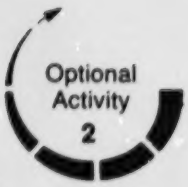
In-depth career planning doesn't necessarily take place within any given instructional unit. It takes patience and introspection. The students need time to think and to digest information. They need time to "try on" ideas to see how they feel. They need time to "live with" their decisions to see whether they are really right for them.



By the time your students have completed the problem-solving process, they should at least have a tentative set of goals and plans. More important, they will have developed skills with which they can refine their career plans over time. With these same skills, they will be able to make decisions and solve problems all their lives, whether they relate to career planning or other concerns.

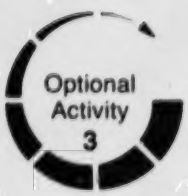
As you review with your students the skills they have been developing, you should help them see that career planning is a lifelong process. As they live and work and grow, they should be constantly using their new skills and understanding to reevaluate their career decisions and, if necessary, adjust their goals.

To learn more about career planning for students with exceptional needs, you may wish to read Chapter 6, "Occupational Guidance and Preparation," pp. 193-234, in Brolin and Kokaska, *Career Education for Handicapped Children and Youth.*



In this chapter, the authors describe 6 competencies and 27 subcompetencies that are important to the career development of handicapped individuals. Suggestions are given for instructional and guidance techniques related to helping students with exceptional needs to achieve these competencies.

For more information about career planning for specific exceptional groups, you may wish to read selected supplementary references from Stieglitz and Cohen, *Career Education for Physically Disabled Students: A Bibliography.* This bibliography includes references related to numerous exceptional groups, including physically disabled, minorities, intellectually gifted, deaf, educable mentally retarded, and women.



You may wish to increase your awareness of the rewards, problems, and challenges experienced by workers with exceptional conditions by interviewing one or more such workers. For example, students with exceptional needs who have graduated from your program could talk about the following aspects of their careers:

- Problems they face from day to day
- How they cope with these problems
- Special rewards they obtain from their careers
- How their exceptional conditions have affected their career progression

You may wish to prepare, in advance, an outline of questions about topics such as these to guide your interviews.

You may also wish to tape the interviews and play them later for your students.

The following items check your comprehension of the material in the information sheet, Career Planning for Exceptional Students, pp. 8–19. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Imagine that another teacher in your vocational-technical program says that students with exceptional needs don't need career planning skills. How would you respond to this statement?

2. Explain how problem-solving techniques relate to career planning for students with exceptional needs.

3. Suppose that you have a student with exceptional needs in your class who has never thought beyond the first job after graduation. She has no idea of what she wants out of a career or what she has to offer. How would you help this student learn more about herself?

4. You are compiling information for your students about careers related to your service area. What aspects of the material would you review to be sure it is appropriate for the students with exceptional needs?

5. Assume that one of your students with exceptional needs has set a career goal that requires language and math skills that he does not now have. How would you approach this problem?

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Students with exceptional needs can sometimes be at a disadvantage competing in the career world because of their exceptional conditions. Having a career goal and plan firmly in mind will help these students compete with other workers after they leave school.

   Developing career planning skills is also especially important for students with exceptional needs because they may lack some of the basic ingredients of successful career planning: knowledge of self, knowledge of careers, and the ability to make sound decisions and set realistic goals.

   Students with exceptional needs may have trouble being objective about themselves. They may focus on their exceptional conditions and have negative self-images. They need an opportunity to look at their interests and abilities objectively, in order to determine what careers would be satisfying to them and achievable.

   Some students with exceptional needs also lack basic career awareness. They need to learn about the full range of careers in their occupational area so they can decide what levels and kinds of work would match their needs and abilities.

   Some students with exceptional needs have had very little experience making decisions for themselves and setting goals. They need to learn problem-solving techniques so that they can make realistic career decisions that reflect their needs and abilities.

2. Career planning is basically a problem-solving process, which includes the following steps:

   1. Define the problem.
   2. Identify relevant factors.
   3. Gather needed information.
   4. Examine possible solutions.
   5. Select a tentative solution or alternative solutions.
   6. Evaluate the solutions and assess the results.
   7. Take action to achieve the solution.

   In step one, the problem is to identify career goals that are potentially satisfying and achievable and to devise a plan to reach those goals.

   In steps two and three, the students determine what aspects of self and occupations are important to their career choice and investigate these factors. Most students with exceptional needs will need to consider (1) their abilities, interests, aptitudes, and the kinds of rewards they seek from work; (2) job requirements, working conditions, worker traits, and other job factors that affect how they would fit into different careers; and (3) work-related exceptional needs, strengths, limitations, or other factors that might result from their exceptional conditions.

   In step four, the students identify careers that match their needs and abilities with work that would be potentially rewarding. Many students with exceptional needs will need to focus on expanding their career horizons—that is, screening **in** rather than screening **out** potential careers.

   In step five, the students set a long-range career goal and a plan—usually including one or more short-range goals, such as training or experience—for reaching that goal.

   In step six, the students test their career goals to see whether they still appear to be achievable and satisfying. Testing may include mental testing, discussion, observation, or practice. If the goals are not realistic, students need to adjust their goals to something that would be more appropriate.

   The final step may include a variety of actions that will take students closer to their goals—getting information, applying for training or jobs, enrolling in remedial education, and so on.

3. A vocational-technical teacher can use a variety of strategies to help a student with exceptional needs who lacks self-awareness. To help this student identify work-related interests, you might give her a vocational interest inventory or checklist and talk to her about school and leisure interests.

   You would then need to discuss with her how her interests relate to work. You might also use values clarification games and materials—either commercial materials or your own—to further help the student understand how her interests relate to career choice.

To help her identify her skills and aptitudes, you could review with the student her academic record, class performance, prior work experience, skill or aptitude test results, and other information you may have about work-related abilities (e.g., getting along with people, following instructions, working independently).

Another strategy is to provide experiences that let the student assess her own abilities and interests in relation to work. You could explain program requirements and show how they relate to the occupational area. In class you might simulate work situations to expose the student to some of the pressures, challenges, and rewards of working in different occupations within the vocational-technical area.

In discussing work-related interests, aptitudes, and abilities, it is important to be honest about how the student's exceptional condition could affect her career potential. But because a student with exceptional needs may have a negative self-image, it is also important to emphasize the positive by focusing on what she **can** do, what her strengths are, and how weak areas can be improved.

4. The career information you obtain or prepare for your other vocational-technical students is essentially the same information you will give to students with exceptional needs. To be sure the information is appropriate for students with exceptional needs, you should check the following points.

   Is the information accurate, up to date, and free of bias? Is it organized in a way that will help students see the relationships among occupations? Career ladders are a good way to show job relationships within an occupational area.

   Is the information complete? It should include the full range of jobs in the occupational area, from entry level to professional. It should include job descriptions, worker requirements, future trends, and other information that is typically provided about occupations. In addition, if you have students who lack basic work awareness, you may need to add basic facts, which you assume that your other students know about.

   Is the information relevant to students' exceptional needs? It should be clear how exceptional conditions might relate to training, working, and advancing in the various careers.

   Is the information written at appropriate reading and maturity levels? Is it in a suitable form? You should consider students' needs for alternative forms, such as regular or large print, braille, audio and/or visual forms, and translations.

5. The first step in dealing with this problem of a student whose career goal is unrealistic given his present skill levels would be to determine whether the student could improve his skills enough to achieve the career goal. You might assess the student's potential by comparing past performance, aptitudes, test results, and present skill levels with the skill levels required for the job.

   You could then discuss the results with language and math specialists to determine whether it is possible for the student to attain the needed skill levels. If improvement is possible and the student wants to pursue it, you could arrange for him to get the help he needs.

   If it is unlikely that the student can improve his skills enough to achieve the career goal, you will need to help the student to adjust to more realistic career goals. It might be sufficient to explain to the student the language and math requirements for the job and to let him draw the conclusion that the career is beyond his reach. If necessary, you could help him compare his skills with those required and point out the disparity. It may be appropriate to suggest a related career goal that the student could achieve—one that would provide the same types of rewards.

   To help the student adjust to more realistic goals, you might discuss work values with him—for example, that to gain satisfaction from doing a job well, you need to be working in a job that is within your abilities. It might also be helpful to talk to the student's significant others to gain their support in your efforts.

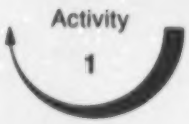
   It is not always possible, or advisable, to divert a student from a goal that you feel is unrealistic for him or her. It may be necessary to let this student try—to let him discover for himself whether or not he can achieve the goal. If so, you should help the student design a career plan that will leave options open while he is aiming toward the chosen goal. He would then have a chance to adjust his goals later without having wasted much time or effort.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Career Planning for Exceptional Students, pp. 8–19, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

Given a case study describing how a vocational-technical instructor helped a student with exceptional needs to develop her career planning skills, critique the performance of that instructor.



You will be reading the Case Study, p. 26, and critiquing the performance of the instructor described in helping a student with exceptional needs to develop her career planning skills.

You will be evaluating your competency in critiquing the instructor's performance by comparing your completed critique with the Model Critique, pp. 27–28.

The following case study describes how a vocational-technical instructor helped a student with exceptional needs to develop career planning skills. Read the case study and then **critique in writing** the performance of the instructor described. Specifically, you should explain (1) the strengths of the instructor's approach, (2) the weaknesses of the instructor's approach, and (3) how the instructor should have helped the student develop career planning skills.

CASE STUDY

Susan Roth, a hearing-impaired student in Mr. Que's graphic arts program, was artistically quite talented. But the career goal listed in her IEP was paste-up artist, which would involve primarily cutting and pasting up basic parts of advertisements.

Wondering about this, Mr. Que reviewed Susan's school records. He found that, in elementary school, Susan's teachers had thought she was a slow and disinterested student. She had trouble paying attention and keeping up with the rest of the class. In the fourth grade, they found she had a moderate hearing loss, which explained her behavior in class.

Since then, Mr. Que discovered, Susan had used a hearing aid. She had also received speech therapy and instruction in lipreading and sign language.

By talking to the speech and hearing therapist, Mr. Que learned that the hearing loss was worsening. Susan was expected to be profoundly deaf by the time she was an adult. However, according to the therapist, her speech had greatly improved since she had begun therapy. By means of her hearing aid, lipreading, and front-row seating in class, Susan had been able to get along so far without an interpreter.

The records further showed Mr. Que that Susan was very intelligent. Because her hearing loss had been discovered late, however, her reading and math skills had suffered. She had never totally overcome this early lag in her basic skills development.

Susan's performance in Mr. Que's graphic arts program had been above average thus far, although assignments that required a lot of reading tended to give her trouble. Her real talent was illustration. She was always sketching the people and scenes around her, and she seemed to love this form of expression.

Mr. Que had watched Susan with the other students. He had noticed that she was shy and withdrawn most of the time. Only with her artwork did she reach out to the other students. Sometimes she gave them portraits she had done of them, and she seemed to enjoy their reactions.

But, afraid of seeming foolish because of her hearing and speech impairments, she seldom spoke out in class or talked with the other students. Her actions showed that she felt inferior to the other students socially and intellectually.

Mr. Que asked Susan about what plans she had concerning looking for a job as a paste-up artist after graduation. He learned that, while she found paste-up a little boring, she thought a deaf person would be lucky to get any job at all. She also thought that, as a paste-up artist, she wouldn't have to interact much with her co-workers. Besides, she knew very little about other occupations in the graphic arts.

Mr. Que felt that Susan underestimated herself. She focused on the impediments to career success rather than on her talents. She also seemed to see her interests as being totally separate from her career goals.

To help Susan gain some objectivity about herself and see the relationship between her interests and work, Mr. Que gave her a vocational interest inventory and a work values checklist. Together they reviewed the results, which were as follows:

- Interest in art, creative work, presenting ideas visually
- Preference for working independently, quickly, even under pressure
- Dislike for repetitive work, lack of challenge, giving oral presentations, and working in team situations

Mr. Que and Susan also reviewed her academic strengths and weaknesses. Mr. Que pointed out Susan's limited skills in reading and math. He emphasized her artistic talent and good performance in graphic arts. Being aware of Susan's sensitivity about her speech and hearing, he decided not to embarrass her by bringing them up.

Mr. Que recognized that Susan's career awareness was very limited. To correct this, he used several strategies to provide her with career information. He showed a film on graphic arts careers, gave Susan several books to read on art occupations, and brought in a hearing-impaired artist to talk about his own career experiences.

Seeing that Susan was still unmoved, Mr. Que decided to be frank. He told her that she should consider becoming an illustrator or something else that would make use of her talents.

But Susan persisted, saying that she could never get a job as an illustrator because she was deaf. Mr. Que realized that he couldn't force her into a goal she didn't want. Consequently, he decided that Susan would just have to make her own decisions.

Compare your written critique of the instructor's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Mr. Que was thorough in learning about his student. Reviewing her records, consulting the speech and hearing therapist, watching Susan interact with other students, and talking to her were all good ways to find out about her career potential and career planning skills.

At that point, however, it would have been helpful to show Susan how **she** could use problem-solving techniques for career planning. This might have given her a feeling of "discovering" herself. A sense of control over the process could have helped her accept the end results.

As it was, Susan's career planning activities seemed to stem from **Mr. Que's** perceptions of her needs rather than from her own. Furthermore, Susan did not develop the skills she needs in order to reassess her career goals later. So "career planning" was a one-time event for her.

Susan had not really thought about her interests. In addition, her negative self-image clouded her view of her abilities. Thus, providing self-awareness activities was a good strategy. The interest inventory and values checklist gave useful information which, rightly, they discussed afterwards.

However, here and throughout the career planning activities, Mr. Que did little to help Susan see how personal characteristics relate to career satisfaction and achievement. He should have discussed, for example, that disliking repetitive or unchallenging work was inconsistent with Susan's goal of being a paste-up artist.

Given Susan's tendency to underrate herself, it was good that Mr. Que emphasized her strengths while also noting her weaknesses. It would also have been good to determine whether it would be feasible for Susan to improve her reading or math skills and whether this would be important for any specific careers (any requiring a college education, for example).

Another important mistake that Mr. Que made was in ignoring Susan's exceptional conditions as relevant factors in career planning. (Using the problem-solving process would have helped to bring out this factor). It is true that a sensitive approach was called for. But by not being straightforward, Mr. Que did not help Susan face the situation head-on.

And since Susan was **very** aware of her handicaps, Mr. Que's ignoring them probably did not inspire her faith in his objectivity. In fact, it may have made Susan doubt that Mr. Que had a very clear picture of what she could and couldn't do.

Susan very much needed career awareness activities. However, Mr. Que's choice of activities was not totally appropriate. A film, for example, was probably not an effective technique for Susan because she could not hear the sound track. Books, because of Susan's low reading skills, may also have been inappropriate—unless the reading level was very low and the books were visually oriented.

Providing an exceptional role model was an excellent idea, however, because it could help Susan see that a person with a hearing impairment could succeed in an art career. But Mr. Que could also have increased Susan's career awareness by discussing career ladders, relating course requirements to specific kinds of work, setting up job situations in class, and providing opportunities to see workers on the job.

Mr. Que may have been right in wanting to try again to get Susan to set higher career goals for herself. However, he probably would have been more successful if he had helped her to discover her own potential through problem-solving techniques. As it was, she never really seemed to recognize that she had a career choice problem, and she continued to reject Mr. Que's ideas about her future.

He was correct when he realized that he could not force a career goal on Susan—that she would have to

make her own decisions. Unfortunately, he had not prepared her to make such decisions in an organized and objective manner at a later time.

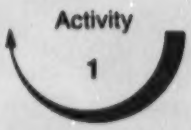
At this point, Mr. Que should have helped Susan make a career plan. They could have devised a plan that would have not only led to her chosen goal but enabled her to gain experience that would contribute later to a higher goal. He should also have made plans for assessing Susan's career plans on an ongoing basis. Finally, Mr. Que might also have talked to Susan's significant others and encouraged them to support Susan's artistic development.

Level of Performance: Your written critique of the instructor's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Career Planning for Exceptional Students, pp. 8–19, or check with your resource person if necessary.

Learning Experience III

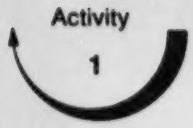
OVERVIEW

Given a profile of a student with exceptional needs, plan a program to assist that student in developing his career planning skills.



You will be using the Planning Worksheet, pp. 30–32, as a guide in planning a program to assist a student with exceptional needs in developing his career planning skills.

You will be evaluating your competency in planning a program to assist a student with exceptional needs in developing career planning skills, using the Planning Checklist, pp. 33–35.



Using the following worksheet as a guide, plan a program to assist Claudé LaSalle, a learning disabled student in your program, in developing his career planning skills. Read the profile in Part I to obtain background information on the student and his exceptional needs. Then, develop a plan to assist the student in developing his career planning skills, by answering the questions in Part II.

PLANNING WORKSHEET

Part I: Background Information

Claude LaSalle, an easygoing, likable young man, has a lot of friends and dates several different girls. He is athletically inclined and enjoys wrestling, track, basketball, and football. His stocky, muscular frame looks larger than his 5'9" height would indicate.

Claude's father earns a comfortable income as a government employee. Claude's mother died suddenly when he was sixteen. He keenly felt this loss because he had been extremely close to his mother.

As a way of compensating and to "earn some spare cash," Claude took on a variety of odd jobs including delivering newspapers, busing tables, making deliveries for a pizza parlor, unloading trucks, and packing groceries. His last job was on an assembly line at an auto assembly plant, where he worked until he was laid off when plant workers went on strike.

Claude enjoys tinkering with cars and keeps his own seven-year-old Pontiac in reasonable running condition. He likes to work with his hands and enjoyed making projects in wood shop. He also enjoys the outdoors and frequently goes hiking or camping with his friends. He has an active, restless nature, and he finds inactivity unbearable.

Claude has some musical ability and enjoys playing the guitar. However, he cannot read music because of a learning disability called dyslexia. When he looks at a printed page or at the chalkboard, the letters appear to him to be reversed or scrambled. He has been continually frustrated in his attempts to learn to read, and the disability has affected his writing ability as well.

Claude's reading problems have frustrated and embarrassed him. He avoids any kind of book work, claiming that he doesn't have time or that he's not interested in that "sissy stuff." In class, he pretends to be bored or acts up when called upon to read or answer questions. Most of his instructors have been convinced that he is lazy.

However, when he was participating in sports and taking shop courses, the coach and the shop teacher felt otherwise. They found him eager to participate and quick to take responsibility when he was **shown** how to do things and allowed to work on things that interested him.

Claude's inability to read and write has impaired his ability to keep up with his classes, and his grades have been low. He has managed to get by, however, by listening very carefully in class and doing his homework with friends. He also has had tutoring for several of his more demanding subjects.

In spite of his poor grades, Claude has shown an aptitude for math and has enjoyed science lab. When given reading and writing assignments, however, he freezes. He gives up quickly, frustrated by his difficulties. Some of his teachers have felt that he was trying to prove himself by clowning in class or by building up a reputation as a "jock" and a "ladies' man."

Claude's vocational goals seem vague. As his work experience shows, he has avoided any work that required reading and writing. His future plans also seem to be characterized by **avoiding** the need for these skills rather than by **reaching** for something. He is planning on an entry-level job in your vocational-technical program area, and that seems to be the extent of his thinking on the subject.

Claude appears to know little about opportunities in the work world. He tends to rely on friends for most of his information—who makes the most money, how hard it is to get into a union, how easy it is to get a job in this field or that, and so on. One of his friends is in a training program to upgrade his skills. Claude thinks that kind of program sounds all right for him, too, as long as he wouldn't have to do any "paper-and-pencil stuff."

Part II: Career Planning Program

1. Briefly describe the major factors that you would consider in planning a program to help Claude develop career planning skills.

2. How would you assist Claude in developing his decision-making skills?

3. How would you assist Claude in increasing his self-awareness?

4. How would you assist Claude in gaining awareness of careers in your vocational-technical area?

5. How would you assist Claude in setting and accepting realistic career goals in your vocational-technical area?

After you have planned a program to assist Claude in developing his career planning skills, use the Planning Checklist, pp. 33–35, to evaluate your work.

PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
Your description of major factors to consider in planning Claude's program included:				
1. status of Claude's decision-making and goal-setting skills, including:				
a. lack of long-range goals	☐	☐	☐	☐
b. negative basis for short-range goals	☐	☐	☐	☐
c. apparent lack of concern about the future	☐	☐	☐	☐
d. receptivity to further training if reading is not required	☐	☐	☐	☐
e. lack of systematic approach to problem solving	☐	☐	☐	☐
2. status of Claude's self-awareness, including:				
a. self-expectations dominated by learning disability	☐	☐	☐	☐
b. lack of balanced view of abilities, limitations, interests, values, etc.	☐	☐	☐	☐
3. status of Claude's career awareness, including:				
a. work experience limited to odd jobs not requiring reading	☐	☐	☐	☐
b. unreliable sources of career facts	☐	☐	☐	☐
c. lack of awareness of relationship between interests, abilities, and careers	☐	☐	☐	☐
4. Claude's abilities/strengths, including:				
a. interpersonal skills	☐	☐	☐	☐
b. working with hands	☐	☐	☐	☐
c. music	☐	☐	☐	☐
d. math	☐	☐	☐	☐
e. science	☐	☐	☐	☐
f. ability to learn from demonstration and participation	☐	☐	☐	☐
g. perseverence in school work	☐	☐	☐	☐

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	N/A	No	Partial	Full
5. Claude's limitations, including:				
a. dyslexia	☐	☐	☐	☐
b. resulting problems in reading and writing	☐	☐	☐	☐
c. frustration and avoidance of activities requiring reading and writing skills	☐	☐	☐	☐
d. low grades	☐	☐	☐	☐
6. Claude's interests, including:				
a. preferences for music, auto mechanics, carpentry, math, science, social situations	☐	☐	☐	☐
b. dislike for reading, writing, inactivity	☐	☐	☐	☐
Your plan for assisting Claude in developing decision-making skills included:				
7. helping Claude to realize that he has a career choice problem	☐	☐	☐	☐
8. providing a means for Claude to identify factors relevant to his problem	☐	☐	☐	☐
9. helping Claude recognize his need for more information about himself and about careers	☐	☐	☐	☐
10. guiding Claude in applying problem-solving techniques in making decisions about career choice	☐	☐	☐	☐
Your plan for assisting Claude in increasing his self-awareness included:				
11. helping Claude to assess objectively his needs, abilities, strengths, weaknesses, and the impact of his learning disability on career planning	☐	☐	☐	☐
12. emphasizing Claude's strengths, to help him put his learning disability in perspective	☐	☐	☐	☐
13. providing activities to help Claude identify his career-related interests and values	☐	☐	☐	☐
14. investigating the possibility of improving Claude's reading/writing skills and ways of compensating for dyslexia	☐	☐	☐	☐
Your plan for assisting Claude in gaining career awareness included:				
15. providing accurate, up-to-date, bias-free information on a wide range of careers in your vocational-technical area	☐	☐	☐	☐
16. providing career information in forms that do not require reading	☐	☐	☐	☐
17. providing information relating Claude's abilities and needs to specific occupations	☐	☐	☐	☐
18. providing information on training methods not dependent on reading and writing	☐	☐	☐	☐

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Your plan for assisting Claude in setting and accepting realistic career goals included:	N/A	No	Partial	Full
19. helping Claude integrate information about himself and about careers	☐	☐	☐	☐
20. encouraging Claude to build upon interests and abilities to expand career horizons	☐	☐	☐	☐
21. providing dyslexic role models to help Claude expand career horizons and set higher goals	☐	☐	☐	☐
22. openly and honestly discussing job requirements in relation to Claude's needs and abilities to help him face his disability instead of avoiding it	☐	☐	☐	☐
23. encouraging Claude to select tentative career goals consistent with his interests, abilities, learning disability, work values, etc.	☐	☐	☐	☐
24. helping Claude to develop a plan to achieve his tentative career goals	☐	☐	☐	☐
25. providing opportunities for Claude to evaluate his tentative career goals and plans	☐	☐	☐	☐
26. helping Claude to adjust goals if unrealistic	☐	☐	☐	☐
27. encouraging Claude to take action on his career plan	☐	☐	☐	☐
28. encouraging Claude to reassess his goals and plans on an ongoing basis	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Career Planning for Exceptional Students, pp. 8–19, revise your plan accordingly, or check with your resource person, if necessary.

NOTES

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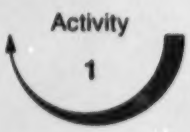
Learning Experience IV

FINAL EXPERIENCE

In an **actual teaching situation,*** assist exceptional students in developing career planning skills.



As part of your duties as a teacher, assist students with exceptional needs to develop career planning skills. This will include—

- assisting the students in developing decision-making skills
- assisting the students in increasing self-awareness
- assisting the students in gaining career awareness
- assisting the students in setting and accepting realistic career goals and plans

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., one to three weeks).

As you perform each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your resource person review any documentation you have compiled. If possible, arrange to have your resource person observe at least one instance in which you are actually working with students to develop their self- or career awareness.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–40.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in assisting exceptional students in developing career planning skills.

*For a definition of "actual teaching situation," see the inside back cover.

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TEACHER PERFORMANCE ASSESSMENT FORM

Assist Exceptional Students in Developing Career Planning Skills (L-11)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In assisting students with exceptional needs in developing decision-making skills, the teacher:						
1. helped students recognize the existence of a career choice problem and the need for solving the problem in a rational manner	☐	☐	☐	☐	☐	☐
2. guided students in applying problem-solving techniques to the problem of career choice	☐	☐	☐	☐	☐	☐
In assisting students in increasing their self-awareness, the teacher:						
3. helped students assess abilities, aptitudes, and needs that would influence their career choices	☐	☐	☐	☐	☐	☐
4. provided activities to help students identify interests and values that would influence their career choices	☐	☐	☐	☐	☐	☐
5. expanded own knowledge of students' interests, needs, abilities	☐	☐	☐	☐	☐	☐
6. helped students adjust negative self-images by focusing on strengths	☐	☐	☐	☐	☐	☐
7. examined own expectations of exceptional students for biases and preconceptions	☐	☐	☐	☐	☐	☐
In assisting exceptional students in gaining career awareness, the teacher:						
8. provided career information that was complete, up to date, accurate, and free of bias	☐	☐	☐	☐	☐	☐
9. provided job descriptions and information on desired worker traits, qualifications, rewards, and future trends and technological changes that may affect future employment	☐	☐	☐	☐	☐	☐
10. provided career information at appropriate levels and in forms suitable for students' exceptional needs	☐	☐	☐	☐	☐	☐
11. arranged classroom or on-the-job experiences such as simulations, games, guest speakers, and field trips	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
12. helped students relate career information to their exceptional needs	☐	☐	☐	☐	☐	☐
13. related course requirements to the world of work	☐	☐	☐	☐	☐	☐
In assisting exceptional students in setting and accepting realistic career goals and plans, the teacher:						
14. helped students integrate information about themselves and about careers	☐	☐	☐	☐	☐	☐
15. encouraged students to expand their career horizons	☐	☐	☐	☐	☐	☐
16. explained employment rights and benefits	☐	☐	☐	☐	☐	☐
17. openly and honestly discussed job requirements in relation to students' exceptional needs and abilities	☐	☐	☐	☐	☐	☐
18. helped students select tentative short- and long-range career goals consistent with their interests, abilities, values, etc.	☐	☐	☐	☐	☐	☐
19. helped students develop a plan for achieving goals that would keep career options open	☐	☐	☐	☐	☐	☐
20. provided opportunities for students to evaluate their tentative career goals and plans	☐	☐	☐	☐	☐	☐
21. helped students adjust goals if unrealistic	☐	☐	☐	☐	☐	☐
22. helped students and their significant others to accept realistic career goals	☐	☐	☐	☐	☐	☐
23. helped students define and take action on career plan	☐	☐	☐	☐	☐	☐
24. encouraged students to reassess goals and plans on an ongoing basis	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do not have access to an actual teaching situation when you are taking the module, you can complete the module up to the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart
C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory
E-10 Combat Problems of Student Chemical Use

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

G-1 Develop a School–Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2 Establish a Vocational Student Organization
H-3 Prepare Vocational Student Organization Members for Leadership Roles
H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Vocational Student Organization
H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I-1 Keep Up to Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal–Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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